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ABSTRACT

This paper presents findings from a 4-year ethnographic research study into school leadership relating to how a particular principal with a well-informed adult development perspective actually employed it through her practices in support of teacher development in a school. This work focuses on leadership, adult development, and teacher development while studying the philosophies and practices of a principal's leadership for supporting adult growth and development. Findings illustrate how adult development theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). Learnings include: (1) what leadership for adult development is; (2) how three specific leadership initiatives ("teaming"--sharing in work, "providing leadership roles"--sharing authority, and "collegial inquiry"--reflective practice) related to the principal's leadership philosophy; (3) how her initiatives worked within a school context as tools to support teacher development and transformational learning; and (4) the importance of reflective practice for school principals so that they may become better able to support the development of other adult community members. This case study illustrates a qualitatively different way of thinking about staff development and transformational learning in adults. (Contains 43 references.) (Author)

Researching A Principal's Leadership Practices On Behalf Of Adult Development: A Four-Year Ethnography

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Abstract

The paper presents findings from a 4 year ethnographic research study into school leadership relating to how a particular principal with a well-informed adult developmental perspective actually employed it through her practices in support of teacher development in a school. This leadership process in support of adult development within school contexts has not been studied. This work focuses on leadership, adult development, and teacher development while studying the philosophies and practices of a principal's leadership for supporting adult growth and development.

Findings illustrate how adult developmental theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). Learnings include: a) what leadership for adult development is, b) how 3 specific leadership initiatives ("teaming" -- sharing in work, "providing leadership roles" -- sharing authority, and "collegial inquiry" --reflective practice) related to the principal's leadership philosophy, c) how her initiatives worked within a school context as tools to support teacher development and transformational learning, and d) the importance of reflective practice for school principals so that they may become better able to support the development of other adult community members. This case study illustrates a qualitatively different way of thinking about staff development and transformational learning in adults.

Researching A Principal's Leadership Practices On Behalf Of Adult Development: A Four-Year Ethnography

I have visited a large number of schools and worked in several, and I have found an unmistakable correlation between the way a principal works with faculty and the way teachers work with students. I'm not sure exactly what the dynamic is, or precisely how these effects are transmitted, but the relation between principal and teacher seems crucial to the educational process. Barth (1980), Run School Run

Introduction

The purpose of my 4 years of research into school leadership was to examine for deep understanding how a particular principal with a well-informed adult developmental perspective actually employed it through her practices in support of teacher development in a school. This leadership process in support of adult development in school contexts has not been studied, although there has long been a need to conduct an authentic study of this important process. My qualitative ethnography, conducted from 1991-1995, was a unique instance in which this leadership process was observable.

In this paper I present research findings which illustrate a qualitatively different way of thinking about staff development. The primary purpose of this paper is to illuminate the ways in which a school principal, one with a developmental stance toward supporting adult growth, actually employed three identifiable leadership initiatives to support adult development within the context of her school. A special characteristic of this research study was that it was longitudinal. Another rare quality of this qualitative research was that it was process-oriented, since the principal and I continued an ongoing dialogue over the four years of the study concerning her work, her reflections on it, my effect upon her thinking and practices, the value of reflecting on her practice through collegial inquiry with me, and the process nature of the study. The longer term objective of this research, beyond increasing our understandings of how schools can be fundamentally improved, is to create new knowledge and stimulate new leadership practices so that our schools will become more supportive of the growth and development of both the children and the adults who learn and grow and live within these communities. This research study illuminates three initiatives as models for implementation by leaders within their schools.

In the first section of this paper, I discuss three bodies of research which are relevant to and did provide a context for investigation into these roles and practices: 1) literature on models of teacher growth discussed in the "staff development" literature, 2) literature on school leadership and the principal's role in relation to the support of adult development in schools, and 3) literature on adult developmental theory. Taken together, these writings suggest that a significant relationship may exist between the practices of the principal and the growth and development of the adults and children within a school.

Secondly, I will review findings from my four year ethnography; specifically, I will describe the three main initiatives practiced by the principal (i.e., teaming, providing leadership roles, and collegial inquiry) to support adult development. In so doing, I use Kegan's constructive developmental theory (1982, 1994) as a lens to inform the ways in which this principal's practices were implemented to support development of the mind. Lastly, I will suggest some possible implications of developmental theory with regard to principals' practices in relation to supporting adult development in schools.

Theoretical Framework

Researchers and educational practitioners have long recognized that attention to the role of the principal within a school is a key issue for educational learning, change and improvement (Barth, 1990; Howe, 1993; Glickman, 1990; Hersey, 1984; Hargraves & Fullan, 1992; Lieberman & Miller, 1992; Oja & Smulyan, 1989). It is also critically important for anyone in a principal's leadership role to attend to the growth of adults as well as children (Barth, 1980; Howe, 1993; Kegan, 1982, 1994; Levine, 1989). Leadership supportive of adult development makes schools better places of learning for children (Barth, 1990; Hersey, 1984; Howe, 1993; Kegan, 1993; Levine, 1989; Lightfoot, 1983; Oja & Pine, 1989).

Despite some theoretical discussions of promoting adult growth and development in schools (Kegan, 1994; Kegan & Lahey, 1984; Levine, 1989, 1993; Oja, 1991; Oja & Smulyan, 1989), the leadership roles and practices of principals in relation to adult development in school settings remains virtually unstudied (Howe, 1993; Levine, 1989; Lieberman & Miller, 1992). Lieberman

and Miller (1992) emphasize the need for developing a better understanding of what principals do to facilitate development, as well as how they do it. Adult developmentalists who have addressed staff development practices argue that theories of adult development can be powerful tools for supporting the development of adults in schools (Brookfield, 1987; Daloz, 1986; Glickman, 1985, 1990; Kegan, 1993; Levine, 1989; Oja, 1991). The theoretical work discusses how principals might benefit from re-framing their practices though a developmental perspective (Kegan, 1994; Kegan & Lahey, 1984; Levine, 1989); however, these are theoretical perspectives and there has long been a need to conduct an authentic process study. My research explored how a developmental perspective employed by the principal school leader works in practice.

A Review Of The Models Of Staff Development

School principals, by virtue of their leadership position, are one of the key influences toward shaping school environments that are supportive of the growth and development of adults as well as the children (Barth, 1980, 1990; Howe, 1993; Levine, 1989). The primary way in which teachers are currently supported in their personal and professional growth is through staff development programs. However, the need for time to be devoted to staff development programs is a recurrent theme in the literature (Bird & Little, 1983; Courter & Ward, 1983; Little, 1984; Sykes, 1996; Renyi, 1996). Staff development is defined as those activities that improve knowledge, skills, or attitudes of school employees (Elfenbein, 1978; Evertson, 1986; Howey, 1985; Owen, Loucks-Horsley & Horsley, 1991; Roth, 1980; Ryan, 1987).

In reviewing the literature on staff development models currently used in practice (Drago-Severson, 1994), I encountered a variety of different types (see Table 1). I have grouped staff development initiatives into six types of models: training, observation/assessment, involvement-in-an-improvement process, inquiry, individually guided or self-directed, and mentoring models. As Table 1 indicates, the teacher "staff" development literature indicates that models of teacher growth currently practiced vary in terms of their assumptions, expectations, and beliefs about how principals can support teacher growth in schools (Drago-Severson, 1994). The model types in Table 1 are arranged in a sequence that reflects an increasingly "internal" or "self developmental"

TABLE 1: Summary of Staff Development Models

MODEL TYPE	Training	Observation / Assessment	Improve-ment Process	Inquiry	Self-directed	Mentoring
What is the model trying to develop?	information, knowledge and skills development	new teaching methods through skills development	increases in knowledge & skills needed to participate in decision making	improvement of decision making skills, collegiality, collaboration	increased ability to be self-directed in terms of pursuing self interests	psychological development of self through context of relationship
Types of initiatives included	most inservice, Hunter model	peer coaching, clinical supervision, teacher evaluation	developing new curriculum, research into better teaching, improvement processes	collaborative action research, collaborative research	self-directed learning, journal writing, evaluation with teacher setting goals	supportive, longer term relationship
Goals	improved student achievement, improved teacher knowledge & skills	improved student achievement by improving teacher performance	improved classroom instruction practices & improved curriculum	improved teaching practices & improved student learning	improved collegiality & opportunities for reflection	psychological development of self
Mode of delivery	mostly single-shot experiences	several conferences and / or meetings	longer term, may span several years	variable - depends upon context & current problems	variable - depends upon context & current problems	longer term, may extend over several years.
Assumptions	techniques & skills are worthy of replication	colleague observations will enhance reflection and performance	adults learn most effectively when faced with a problem to solve	self- managed & non-hierarchical; teachers have knowledge & expertise that can be brought to inquiry	adults are capable of judging their own learning needs; adults learn best when they are agents of their own development	development occurs in the context of a relationship; mentoring skills can be taught to adults

focus. The models' assumptions, expectations, and beliefs about teacher growth make implicit and explicit internal demands on the participants. Much of what is expected of, or needed from, teachers in order for them to succeed in these staff development models, demands something more than increases in their fund of knowledge or skills. It may demand changes in the *way* they know. Missing from the models is a focus on supporting and challenging teachers' ways of knowing in ways which facilitate development of the mind (Drago-Severson, 1994).

Fullan and Hargraves (1992) find fault with current staff development models, as they neglect the teacher as person and neglect the context as enhancer of or inhibitor to personal growth. They argue that most models either treat teachers as if they are the same, or they too easily label teachers as innovators or resistors. Kegan's theory (1982, 1994) illuminates these differences in behaviors and thinking by relating them to developmental levels; his theory speaks to the ways in which development can be facilitated by providing appropriate supports. These models hold the additional potential for being holding environments for transformations of the mind. By focusing solely on giving teachers information, knowledge and/or developing skills ("Informational models" in Kegan's terms), all expected to be translated into practice, many of the models fall short. As important an agenda as such skill acquisition may be for staff development models, it is not sufficient.

Missing from the models is a consideration of individuals' developmental levels, the ways in which people make sense of their experiences, as well as the goal of supporting the development of increasing growth of the mind. Also, the context within which development occurs needs consideration. In this paper, I will employ Kegan's framework (1982, 1994) as a lens to inform practices supportive of development of the mind.

The Literature On School Leadership And The Principal's Role In Relation To The Support Of Adult Development In Schools

Current theories on school leadership and the principal's role in relation to adult development suggest four possible ways in which principals can support adult development. Principals can: 1) create a developmentally-oriented school culture (Sarason, 1982), 2) build interpersonal

relationships with teachers (Barth, 1980, 1990), 3) emphasize teacher learning (Johnson, 1990) and/or 4) focus on teachers' personal growth (Fullan & Hargraves, 1992). However, the question of how a principal's leadership styles and practices may be supportive of teacher growth within a school context has not been investigated (Howe, 1993; Levine, 1989; Lieberman & Miller, 1992).

Though some research has been done relating to principal effectiveness (Scott-McDonald, 1989) and the relationship between the principal and teacher learning in the classroom (Cone, 1992), the question of how leadership styles may or may not be supportive of adult growth within a school had not been investigated prior to this research study. To the best of my knowledge, no research at all had been done in this area. Levine (1989) speaks about this gap in stating, "The constraints and opportunities of schools as contexts for adult growth have yet to be fully tested" (p.199). Her argument emphasizes the context within which principals and teachers operate.

Scholars stress the importance of finding better ways to support those adults who teach and care for children (Barth, 1990; Howe, 1993; Levine, 1989; Leiberman & Miller, 1991; Renyi; 1996). Schools must increasingly become places where the adults as well as the children can grow (Kegan, 1994). What might principals actually do to support the growth and development of the adults in their schools? How might these leadership practices attend to the growth and development of the adults' minds? This paper examines, identifies, and describes the practices and processes of a principal's leadership, one employing a developmental stance, on behalf of supporting adult development within the context of her school.

Kegan's Constructive-Developmental Theory And Its Use As A Lens For Thinking About Leadership Practices For Adult Development In Schools

Adult developmentalists who address staff development issues argue that knowledge about and theories of adult development can be powerful tools for supporting the development of adults in schools (Kegan, 1994, 1995; Levine, 1985, 1989; Oja, 1991). They have criticized current approaches to supporting adult ("staff") development in schools, arguing that adults at different stages of ego, moral, intellectual and interpersonal development respond differently in terms of their attitudes toward and understanding of the options, choices and responsibilities these programs

provide (Kegan, 1993; Levine, 1989; Oja, 1991). Since Kegan's theory[1] (1982, 1994) illuminates the importance of "how" people construct their experience and what experiences mean to individuals at different developmental levels, it offers a way to think about providing support to teachers and principals by joining them in their way of organizing their experience(s).

Kegan and Lahey (1984) argue that a leader's actions might be understood, experienced and responded to differently depending upon the ways in which a follower constructs his or her reality. The meaning-making system dictates how learnings will be taken, managed, handled, used, and understood towards teacher growth[2]. Kegan's theory focuses upon the supports and challenges to a person's current meaning system, supports and challenges that facilitate growth. Therefore, Kegan's theory (1982, 1994) was employed as a lens to make apparent the interplay between a person's developmental capacity and his/her readiness to engage in initiatives aimed at development of the mind.

Drawing upon Kegan's constructive-developmental theory (1982, 1994) which includes consideration given to how the workplace can be a context of support and challenge for individuals' growth and development, this research study focused upon bringing together literature and theory from the fields of adult development and school leadership, so that connections and differences could be explored. Kegan's theory was also used to aid in extracting the developmental elements of the principal's initiatives, thereby highlighting the ways in which her initiatives held the potential to facilitate development of the mind and (in Kegan's words) "transformational learning."

Constructive developmental theory also helps in understanding the unrecognized demands staff development models make upon how adults know and understand themselves, others, and the world. By considering the structure and process of a person's meaning system, constructive

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[1] Kegan's (1982, 1994) constructive developmental theory attends to the ways in which people make sense of their experience with respect to cognitive, intra-personal, and interpersonal lines of development. His theory is composed of six qualitatively different systems of thought or balances of subject-object relations.

[2] According to Kegan's constructive developmental theory (1982, 1994) growth is defined in terms of the process of increasing differentiation and internalization; human beings are involved in the process of growth consisting of a constant renegotiation of what is self and what constitutes other. In this paper, I refer to growth in terms of a person's capacity to better manage the complexities of everyday living.

developmental theory may inform leadership practices and notions of teacher growth hidden within staff development models, but driving them nonetheless. Kegan's (1982, 1994) theory offers a way of understanding implicit and explicit developmental demands placed upon adults which call for not just a change in the skills or amount of knowledge a person possesses, but also for a qualitatively different, more complex way of organizing or making sense of reality.

My research was driven by the following questions: 1) How does this particular principal exercise her leadership on behalf of promoting adult growth? and 2) How do others (i.e., teachers, administrators, & staff) understand and experience the principal's actions and words?

Methodology

Interviews (75 hours), observations (100 hours), and documents were the three primary research instruments employed. Grounded theory was developed by triangulation of data.

Participants

Selection Of The Principal: The principal for this research was purposefully selected as one who: 1) had demonstrated an understanding of and employed a developmental perspective in her leadership on behalf of supporting adult growth in a school context, 2) was holding a leadership position in which she was actively practicing and striving to promote adult development in a school, e.g., Boston area K-6, and 3) had a history of such leadership practices for a reasonable period of time, e.g., three to five years.

Selection Of Teachers, Administrators And Staff: 18 hours of open-ended qualitative interviews were conducted with 11 volunteers of this school's 28 teachers, administrators and staff who varied with respect to number of years in education, number of years at the school, gender, race, ethnicity, and position held. Different perspectives were represented.

Data Collection

Interviews: Over 4 years, I conducted and analyzed the content of 57 hours of open-ended qualitative interviews with the principal. Topics included her leadership, changes in her thinking and practices, bringing theory to practice in a school, building community, collaboration, and

teacher support. Additionally, memos written to me by the principal concerning her thoughts about the research and its issues were analyzed, providing validity checks as well as important feedback.

A semi-structured, open-ended format (with interview guide) was employed in 18 hours of interviews (tape-recorded and transcribed) with other participants[3] during which very similar questions were asked on a fixed set of topics. Topics included community members' experiences of: the principal's leadership practices, support they received for professional development, and their views of the school as a community.

Participant Observations: 65 public and private meetings were observed (100 hours) in order to better identify the principal's and community members' actions, reactions, expressed ideas and opinions. Observations included: faculty, board, parent, administrative team and individual meetings; classroom observations; evaluation and goal-setting conferences; and "shadowing" the principal in her workdays.

Documents: Approximately 95 relevant documents were collected and analyzed including: principal's speeches; personal communications with community members; school's self-evaluation report; and various other school documents.

Data Analysis

All collected data was read, coded, and re-coded for inductive categories and themes on an ongoing basis over all four years of the research. Codes, categories, themes, and linkages were further addressed in subsequent interviews and observations. Field notes, including theoretical notes (a form of analysis), were systematically taken, recorded, read and analyzed. Summary analytic memos were written following each field visit. Follow-up interviews with the principal took place shortly after she received and reviewed a transcript of a prior interview in order to more fully understand her perspective on an issue. This iterative process (rounds of interviews on the same topic) provided a rich context for reflection on the principal's practices and thinking as well as an opportunity to validate accuracy of interpretations.

[3] In this writing, "other participants" and "other community members" refer to all other study participants excluding the principal.

I explored patterns across categories by creating narrative summaries (Seidman, 1991) and constructing matrices and displays (Miles and Huberman, 1984, 1994). Displays were examined for both "confirming" and "disconfirming" instances of themes (Miles and Huberman, 1984, p.216). Additionally, I discussed these displays, interview transcripts, and my interpretations in meetings with other educational researchers in order to incorporate alternative interpretations.

Validity: Possible biases were explored with study participants as well as with members of my own researching community; evidence was re-examined for alternative plausible interpretations and assessment of apparently discrepant evidence before being incorporated into analysis and final work. Possible researcher effects were discussed with all participants in order to consider any influences I, my questions, or my presence may have had upon participant responses. Longitudinal ethnographic research was employed to minimize possible sampling effects (not seeing the whole picture). To protect rights and privacy of all involved, identities of all participants remain confidential and names were changed in writings.

While no broad claim is made that research findings relating to this particular principal and school context should be generalized to other principals and/or school settings, Becker (1990) maintains that, "You can develop generalizations by seeing how each case, potentially, represents different values of some generic variables or processes" (p.240). A goal of this work, however, was to develop theory that can be generalized to this particular principal and the adults participating in the study.

Results

This research revealed that the principal[4] (hereafter, Annie) employed a three-aspect developmental leadership theory in support of teacher development which focused upon collaboration and welcoming differences. The word "theory," as used in this writing, refers to Annie's system of beliefs, values and accepted principles which guided her actions and behaviors

4 In this paper, I refer to the school principal who participated in this research study as "Annie." Annie is not the principal's real name but rather an alias to preserve her anonymity.

as a school leader interested in supporting the growth of adults in her community. In translating her theory into everyday use, Annie applied certain developmental initiatives and practices.

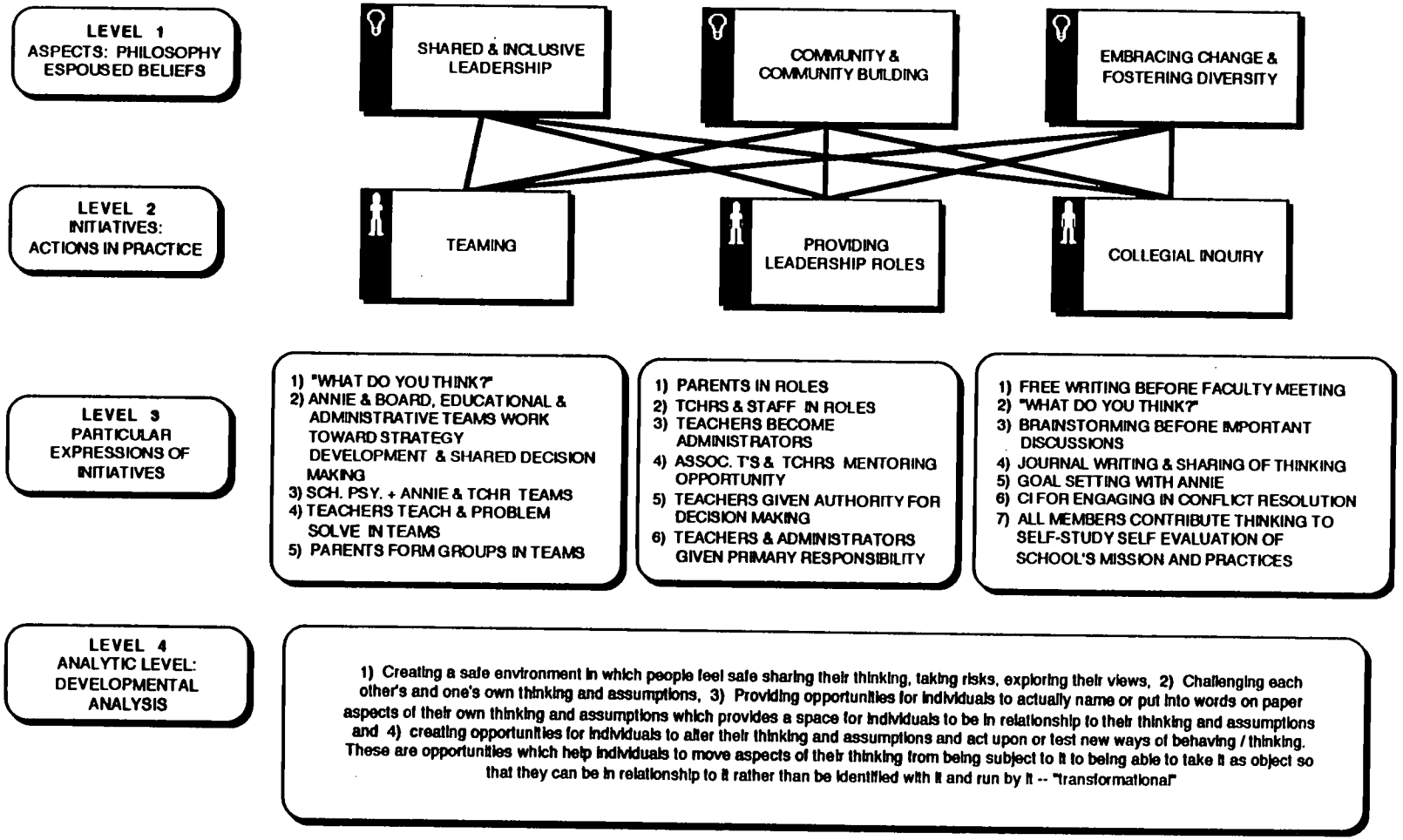
In Table 2, I present a conceptual overview of Annie's developmental leadership theory and the initiatives she employed in implementing her theory in practice. This table also provides an overview of the territory I will discuss in this paper (in particular levels 2, 3, and 4). Level 1 on this diagram illustrates the three major aspects of Annie's leadership theory. Level 2 shows the three main initiatives; these initiatives arise out of Annie's philosophy of leadership and were used by Annie to implement her leadership theory into practice (I refer to Annie's intentional efforts to support adult development as initiatives). Level 3 presents particular expressions of the three initiatives Annie employed in her practices on behalf of supporting adult development. Level 4 discusses how the initiatives or practices actually support principles of adult developmental theory.

As Table 2 indicates, Annie used all three initiatives to implement the three aspects of her developmental leadership theory into practice. My aim, throughout this paper, is to discuss how these three initiatives (and the several expressions of them) actually support developmental principles which hold the potential for transformational learning and development of the mind.

Annie employed many staff development initiatives that supported adult development within the school. Although Annie valued and employed both types of staff development models described by Kegan as "informational" (those models focusing on providing participants with information and skills) and "transformational" (those holding the potential to attend to growth of the mind), her practices at the school seemed to focus more upon "transformational" opportunities for creating a context supportive of adult growth. Transformational models have the potential to facilitate development of a person's way of knowing and understanding the world.

In the following section, I will first briefly describe the three main aspects of Annie's developmental leadership theory. Secondly, I will explain why I refer to Annie's leadership theory as being developmental in nature, and lastly, illuminate the three initiatives she employed to translate her theory into practice in the school context.

Table 2 : Conceptual Framework



Discussion

How might a school leader incorporate certain features or shape her leadership practices and initiatives so that they would be supportive of transformational learning and development? What would leadership and leadership practices look like if a transformational approach, one similar to the model used when thinking about supporting children's development, were in place to support the growth and development of adults? What might such leadership initiatives look like?

Three Aspects of Annie's Developmental Leadership Theory

The three aspects of Annie's developmental leadership theory were: 1) "Shared And Inclusive Leadership" (e.g., encouraging others to engage in dialogue and participate in shared decision-making), 2) "Building School Community" (e.g., establishing structures within the school context such as mentoring programs and community events that encouraged people to assume leadership roles, share in decision making, create school values, build relationships by sharing experiences, and reflect upon their practice), and 3) "Embracing Change And Fostering Diversity" (e.g., supporting other adults as they initiated and managed change in the school context).

Shared and inclusive leadership, aspect #1, brought together Annie's values for and demonstrated practices of sharing and including others in her leadership. As school leader, Annie believed that being inclusive and sharing her leadership was very important; therefore, she demonstrated this belief and value by implementing practices focusing upon encouraging individuals in the community to: 1) share their ideas and contributions regarding leadership of the school, 2) work and collaborate in teams, 3) accept greater responsibility in the school community by welcoming participation in leadership roles, and 4) share power and authority in decision making.

Annie thought about her practice of shared and inclusive leadership as being quite different from the practice of delegation. In the last year of the study, Annie shared her reflections about my

question regarding her view of the differences between shared leadership and what people normally refer to as delegation, by stating:

> Shared leadership can have delegation, or better collaboration, as a component, but delegation by itself may not have anything to do with shared leadership. In its most basic form delegation is simply assigning a task. Perhaps the person assigned the task has a sense of the larger purpose, perhaps not. Shared leadership is anything but basic. It is a higher order of conception of common goals, mission, purpose jointly owned and implemented. While colleagues who share leadership may delegate to each other certain roles or functions, there is a collaborative feel and effort.

The second aspect of Annie's developmental leadership theory was community and community building, which centered around creating a sense of community by encouraging collaboration and providing opportunities for building interpersonal relationships with community members, young and older. This aspect illuminated Annie's values and beliefs about building a school community which had a shared vision; a community which celebrated the importance of sharing values and experiences. Annie's focus was set upon creating a school context which nurtured and supported the development of both the adults and the children. She encouraged people to work together.

Kegan's work (1993, 1994) acknowledges that providing adults with good problems to solve helps create a school context facilitative of development of the mind. Annie invited community members to bring their unique perspectives and beliefs to their tasks in several areas of the school. For example, certain activities were a component of the aspect of community and community building. Sharing Assemblies, organized to happen with a frequency of once each week, were also opportunities for parents, children, faculty, staff, and administrators to strengthen relationships and develop the school community by sharing their work, their projects, and their ideas. Annie frequently invited community members to assume leadership roles in these activities.

The third aspect of Annie's leadership theory was embracing change and fostering diversity. This aspect centered around the high value Annie placed on change (for the better) and difference (of opinion, of perspective, of people and their backgrounds) in the school's learning and growing environment. Annie's interest in managing change related to her desire to help the school continuously improve and to meaningfully support the adults within the school to develop both professionally and personally.

The components of this aspect of Annie's theory related to fostering change in the school, appreciating and embracing differences and variation, effectively handling conflict (interpersonal, content, and policy related), celebrating a value and practice of diversity, evaluation and goal setting processes, and a focus on supporting adult development amidst the change and diversity.

The way in which Annie facilitated, heard, attended and responded to individuals and their ideas was often cited by community members I interviewed as being one of her strengths. Annie appeared to work at hearing differences as well as similarities; she wanted to understand the hopes and desires community members held for their future and the future of Gardner Academy[5].

Why Annie's Leadership Theory Is Developmental

I refer to Annie's leadership theory and her initiatives as being developmental approaches for several reasons. First, Annie thought about ways to provide support to individuals-- and she acted on her thinking -- by creating structures within the school community which were supportive contexts for development of thinking. For example, in more private interactions with individuals, Annie appeared to draw upon her knowledge of adult developmental theory in order to provide the appropriate mixture of support and challenge in line with what she understood as a person's meaning-making system. Adults at Gardner Academy were encouraged to challenge their assumptions and to reflect, publicly and privately, on their own assumptions through writing in journals, and publicly sharing their thinking. Developmentally speaking, creating opportunities for adults to name aspects of their thinking provides space for individuals to be "in relationship to" their own thinking and assumptions. Annie spoke about the way she saw herself supporting adult development (**bold** font is used to indicate emphasis in the speaker's tone of voice):

> Another thing I **do** is a little bit of **cognitive dissonance**. I try to figure out and, and here's where I do ... a little bit differential. ... I may not know what **stage** a person's at, but I know enough **intuitively** about where they're growing edge is ... so that, in that way, I stay **attuned**. So those are some of the **pieces** that I might take out of developmental theory....

Although Annie confessed to an inability to formally evaluate someone's developmental level (of meaning-making, for example, under Kegan's constructive developmental theory), she

5 "Gardner Academy" is not the school's actual name but rather an alias to preserve the school's anonymity.

oftentimes had a "general sense" of a person's developmental level. Most often, however, Annie believed that she was able to successfully employ the broader principles of developmental theory to inform her practices of leadership on behalf of supporting adult development. Annie (1995) reflected aloud on how she employed theory to support the development of adults in the school:

> **For** example, the **big** picture one is the whole notion of a context, a **holding environment**. I think for both **children** and for **adults** that we do spend a lot of time here, working on the **texture** of the school building, the schoolhouse, so that when people come in ... they say they feel safe to take risks, they feel **trusted**, they feel like adults, not all the time [pause] but a lot of the time. They feel **supported**. They feel **valued**. I think that that's a **big** piece of developmental theory that I work on, trying to create a **holding environment for people** so that they can **grow**.

Creating a holding environment, a growing context supportive of adult growth within her school, appeared to be accomplished by Annie in many ways. Annie's leadership style included a focus on setting-up opportunities in the school for individual members to re-visit their beliefs, values, actions and goals (e.g., in faculty, team, and individual meetings). Individual teachers, administrators and staff were invited to reflect upon and question their beliefs and practices in a safe context, one where "risk-taking" was encouraged.

Annie also used the developmental principles of supporting people as they uncovered the assumptions guiding their thinking and behaviors. Annie challenged community members to assume greater responsibility for and self-authorship in their work and actions, and helped people identify their assumptions and test new ways of thinking and behaving. In so doing, Annie created opportunities for individuals to learn about and/or consider multiple perspectives. She stated that her efforts were intentionally aimed toward providing a supportive and challenging "holding environment" (Kegan, 1982) for growth; she stated (1995):

> I have found the broad concepts related to developmental theory more usable than the discrete parts. It is helpful to understand, for instance, the importance of a holding environment. It may be less immediately useful to identify the characteristics of a particular stage [of an individual's meaning-making system]. The way I have used developmental theory may also be a function of the global way I have of encountering the world. This seems especially right given the sheer amount of detail and complexity that comprise reality and the number of details that the head of school has to mediate.

It is important to emphasize that the initiatives Annie used in her practice were employed in a manner that appeared to be aligned with principles of constructive developmental theory in order to

create supportive contexts for the growth and development of individuals at different levels of meaning making.

In implementing her developmental initiatives toward adult growth and development, Annie seemed to focus upon also providing the support and challenge essential to facilitate transformational development. She oftentimes did this herself (in her mentoring role, for example) and, at other times, members of the community provided necessary supports and challenges to each other's growth (e.g., peer mentoring, and working and teaching in teams). Annie also used meetings with community members as contexts within which she invited community members to articulate their thinking through writing and speaking. These initiatives seemed to support the developmental principles of helping individuals differentiate their own perspectives from another person's and encouraging individuals to uncover assumptions and beliefs guiding their thoughts and actions. The meetings (e.g., weekly faculty and team meetings) also provided safe contexts within which adults were encouraged to test new ways of behaving and thinking, so that they could learn more from the experience.

For example, when a particular teacher was provided with a leadership role, a member of the Educational Team (composed of Annie and the two divisional directors) would assist the teacher in meeting the new challenge of the leadership role. Also, when teachers would work together in teams, they provided necessary supports and challenges to each other as they worked toward development and improvement.

Annie selectively employed different developmental initiatives (teaming, providing leadership roles, and collegial inquiry) with individuals depending upon, what she saw as their individual readiness. She also offered different forms of support and challenge to each person in accordance with her interpretation of a person's developmental capacity.

Kegan (1993,1994) argues that much of what is expected or needed from teachers in order for them to succeed within the most widely used models of staff development in schools also demands something more from them than increases in their funds of knowledge or skills. It may demand changes in the *way* they know. Oftentimes, a principal's expectations place demands upon a

teacher's ability to handle complexities. These developmental demands may, in fact, be beyond the developmental capacities of the teacher(s). Kegan and Lahey (1984) maintain that a leader is a person who exercises authority "...*on behalf of facilitating the development* of those around him or her...." (p.226). Annie was a leader who appeared to place high value upon facilitating the development of those around her. Although Annie herself recognized that she may have occasionally put more emphasis on the "challenge" side of the development equation than on the "support" side (especially in her first years as principal), she nonetheless used her knowledge of the importance of both support and challenge to inform and alter her leadership practices and developmental initiatives.

Principles of constructive-developmental theory were applied to the design of Annie's staff development initiatives and the implementation of her developmental initiatives. Annie incorporated and prioritized the time needed for supporting and challenging community members to explore their ways of knowing and their internal assumptions. Her knowledge of developmental theory included an appreciation for the understanding of *how* adults behave, think, and problem-solve while involved in staff development initiatives. Annie was aware of and understood the importance of her own and others' constructions of reality and experience.

Annie's Leadership Initiatives Employed In Implementing Her Developmental Leadership Theory

In this section I will discuss the three main initiatives Annie employed to translate her leadership theory, thinking and beliefs into practice. My aim in this section is also to highlight additional ways in which Annie's initiatives on behalf of supporting transformational learning were developmental in orientation. I will explain these initiatives, what they looked like in practice, and how they worked within the school context to support teacher development. Annie employed her initiatives in creating a school context that supported ongoing and continuous adult development. I use the term "collegial inquiry" to refer to those developmental practices employed by Annie with members of the school community, or practices employed within groups of Gardner Academy's community members. Collegial inquiry is an example of the broader concept of reflective practice.

To translate her developmental leadership theory into practice, Annie employed three distinct but mutually-influencing leadership initiatives (aimed at development of the mind) with teachers, administrators, staff, and parents: 1) "Teaming" (i.e., sharing in work, strategy development and decision-making), 2) "Providing Leadership Roles" (i.e., sharing authority), and 3) "Collegial Inquiry or Reflective Practice" (i.e., providing a supportive context for shared reflection through the use of writing as a tool for reflection or by encouraging adults to share their perspectives in discussions and engage in reflective conversations during faculty and team meetings). While employing her initiatives Annie attended to *how* adults at different developmental levels appeared to make sense of their experience, so that she could provide appropriate developmental supports.

1) Annie's First Developmental Leadership Initiative: Teaming

Annie employed a developmental practice of teaming in order to share her leadership, build community, encourage communication and enhance the implementations of changes. The initiative of teaming served as a context for growth and development of team members and for Annie, since she herself was an active and participating member of various teams at Gardner Academy. In Annie's view, teaming individuals together provided opportunities for receiving feedback on ideas, sharing diverse perspectives, and supporting adult development. Annie summarized her thinking about the importance of a trusting relationship with fellow team members in this way (1992):

> The ability to tolerate and even invite disagreement and confrontation is important, I think. It's too easy to have [pause] and want people near you to agree and support. A key to good leadership is finding people whom you can trust enough so that they can disagree and confront you in a way that's not ultimately threatening.

Annie valued the contributions her team members made and she depended upon their providing her with diverse viewpoints even when they were not in agreement with her own viewpoint. She saw the practice of inviting adults to work together in teams as an essential element to good leadership as well as a remarkable opportunity for adult development.

Teaming individuals together emphasized Annie's value for and interest in inviting and encouraging the participation of community members in intellectual efforts that were collaborative (joint inquiry). Annie requested that teams be used extensively for school issues and matters, and

she herself organized many adults in the school community to work in teams and encouraged frequent communication within and among such teams. Teaching teams worked together on a daily basis. Other teams met on a weekly basis, and some teams would meet monthly. Team members were encouraged to share perspectives, information and knowledge and expertise.

Teams were part of every working day for almost all adults at the school. For example, teachers taught in teams. Associate teachers (graduate-level educators at a nearby college) were teamed up with a different, experienced teachers during each semester of their year at the school. Teachers, administrators and staff worked together on different teams (e.g., multicultural curriculum team, diversity team, computer team). Teams of teachers and, oftentimes, teams of teachers and administrators worked together on projects to develop competencies and achieve school objectives (e.g., development of an integrated curriculum). The team approach appeared helpful to community members in their building of relationships and connections with each other and not experiencing feelings of isolation.

In Annie's view, teams were made up of people who performed different functions at the school. Annie believed that this process of exploring assumptions was critical to creating a context which supported adult development. She stated, "Since assumptions underlie and influence all our work, it seems to me better to identify them and understand their power than to submerge them and thereby allow them free reign." Working in teams provided one context for exploration of assumptions toward self development.

Developmentally speaking, the practice of teaming promoted the sharing of information and perspectives; it also provided an opportunity for individual team members to articulate and become more aware of their own and other people's thinking. For example, Annie worked with various teams composed of teachers, parents, administrators and staff members during hiring processes. She said that it was vital for her and other administrators to include members from the broader school community in hiring decisions. Each of these teams interviewed candidates and were requested to share with Annie, and with other teams, their perspectives about candidate strengths

and weaknesses. Annie emphasized the importance of having community members present their own perspectives regarding issues. She stated (1991):

> ... We are always talking about it in our team meetings, about not becoming too much like each other, and valuing our differences, because unless we are able to think differently, and react differently, then we don't have any check among ourselves.

Annie said she needed "community support" toward making a collaborative decision. Working with teams, in Annie's view, enabled her and other community members to broaden their own perspectives. She said:

> ... When I have to make a decision, and I **almost always do this**, I try to **expand** the circle of **input** so that I get a **better** perspective. And I usually, I think, **err** on the side of being **too flexible**.... ... [I] to try to work on a solution that **honors** the **needs** and the **voices of all the people.** And, you know, you **can't** always do it. And this goes back to, "Can you please all the people all the time?" **Absolutely not**! [little laugh]

Teaming was an important avenue for growth and development of community members, in Annie's view. She stated that she was able to see growth in community members through her work with them both in teams and as individuals. She stated (1992):

> I know when growth is happening for other people because they tell me -- rare -- because they talk about themselves in ways that I recognize as growth -- even though they may not recognize it as such, or because I see changes in meaning making and/or behavior over time as I observe or interact with others.

Teaming and working with others provided an avenue for Annie to work with others, observe their growth, and stay alert to opportunities for adult development. At the same time, Annie believed it also provided an opportunity to build relationships with others in the school community. Teaming provided a safe context for both shared and individual reflections about important school and professional issues. For example, team members might encourage each other to test new curriculum ideas, to work together for improved policy or curriculum responses, and thereby create a context where individuals become more aware of and voice their beliefs and values.

By implementing a team approach, Annie appeared to use several principles in line with constructive developmental theory. I draw specific attention to the ways in which Annie employed teaming as a developmental practice. The context of working with colleagues in teams created a safe place for individuals to share perspectives and challenge each other to consider new ways of thinking and acting. For example, when working in teams, each team member was encouraged to

have a voice in the ongoing dialogs and conversations, to become more aware of one's own thinking, to articulate assumptions, and to envision alternative ways of acting and reacting. Individuals working in teams appeared to provide support to each other, as team members tested new thinking and became increasingly able to reflect upon certain aspects of their thinking. Developmentally speaking, the initiative of teaming appeared to provide a safe "holding environment" (Kegan, 1982, 1994) in which people were encouraged to share their thinking, take risks, and explore their own and other people's perspectives.

Most community members appeared to share Annie's value for collaborating and working in teams. For example, an experienced teacher, Janine, shared her perspective about the important purposes teaming teachers served for the school community. Initially, Janine resisted the team structure, stating that she did not think she would enjoy working with others in a team structure. Janine recalled what she liked about independent teaching and discussed her initial resistance to the idea of team teaching:

> ... When I was teaching, there's something nice about knowing that I could shut the door and be on my own, and ... I was responsible for what went on there. So I didn't go into team teaching with, you know, **wholeheartedness** if you will. But I thought, yeah, this thing [team teaching] has some things going for it, **let's try it**.

After experiencing team teaching, Janine thought it was an important model and a valuable part of her life at the school. In her opinion, however, it was more time-consuming to work with a team of individuals; and time was, for her and most teachers, a most precious commodity. Janine found team teaching worth the investment, however, because she believed it provided her with a context for sharing ideas and discussing situations with team members. She stated:

> ... I find that it [team teaching] does work. **It does work**, it takes a lot of work **to make a team come together**. You have to have planning time, you have to have time to get to know each other's styles, that kind of thing, and not all teams work as well as mine does. **I feel really lucky about that**.

Janine's initial resistance to Annie's ideas for teaming teachers faded as she became more invested in and appreciative of the opportunity to work with others. She told me that she experienced both personal and professional satisfaction from working with her team members. Janine said that her team members supported her as she considered and implemented changes in

her teaching practices. She not only believed that this model was important for teachers, but also thought it was important for children to see models of adults working collaboratively. She stated:

> But I do think that it's an **important model**. I think it [the model of team teaching] **talks about what we want kids to do**. We want them to learn to get along and work on things together. You know, that's, I think, my global view of education. If we don't do that, we just, you know somebody's going to push the bomb button or something [laughter]. ... So I think it's an important model for that, and she [Annie] deserves the credit for that.

Janine believed it was important for the children to learn to work together and that it was important for the teachers to model collaborative behavior.

Developmentally speaking, learning to understand and appreciate the perspectives of others could enhance the potential for individuals to better manage situations where multiple perspectives are present; participants can release themselves from an embeddedness in their own perspective, an inability to see other people's meanings. Most importantly, articulation of a perspective might help facilitate development since it allows greater opportunity for people to reflect upon way(s) of knowing. This voicing of opinions and beliefs could be perceived as risky for individuals at different developmental levels (see Kegan, 1982, 1994). The team structure provided a safe context within which to voice and share one's thinking.

2) Annie's Second Developmental Leadership Initiative: Providing Leadership Roles

> By providing leadership roles I mean giving other people the primary responsibility and authority for doing some work or making a change .... Because although people would keep me informed, they would primarily do it on their own. (Annie, 1992)

Providing leadership roles was a second initiative Annie employed toward translating her developmental theory of leadership into practice. By providing individuals with leadership roles, Annie said that she sought to encourage individual community members to make their ideas and voices heard in the community, and for them to also assume responsibility for the success of events, ideas or programs. It was a way in which Annie was able to share her leadership by inviting other community members to share power and decision making authority.

Providing leadership roles was an initiative used by Annie to create opportunities for any community member to learn from the experience of being "in-charge" of a task. In Annie's view,

individuals grew and developed from being responsible for an idea's creation, development, or implementation. For example, if any Gardner community member offered a new idea for implementation, Annie encouraged that person to develop a proposal and to share his idea with the community toward implementing the change. Even the work of developing the proposal, either independently or in a team, appeared to encourage the development of certain abilities, skills, or capacities in community members. Teachers, staff, administrators and parents were all invited, at different times, to embrace leadership roles. In Annie's view (1992), providing others with leadership roles was important because such opportunities invited individuals to engage in:

> Role taking as opposed to role playing. Giving people actual opportunities to take a real role and, thereby, experience what it feels like to experience what the complexities are. That's a really good thing. That's one of the things that I really like about shared leadership because **people never understand what it's like** to be the **leader** unless they have an opportunity to be a leader in something. And that's **helpful.**

Leadership roles were, in most cases, carried out within supportive contexts for risk-taking and exercising authority. In some cases, leadership roles served as contexts supporting development in which an individual might contribute an important piece of self-authored work to the community, gradually taking on more responsibility over time. In these leadership roles situations, the potential was greater for adults to become increasingly aware of their own assumptions. The mutually-supportive process of working with another, more experienced professional served as a holding environment for growth and transition; participants were mutually supported in carrying out their roles. Although the forms of support and challenge varied (as they should), depending upon the way in which an individual organized or constructed his or her experience, the provision of leadership roles offered the promise and potential to facilitate the growth and development of the mind, its competencies and its capacities.

A leadership role was one in which a person acted as a meeting facilitator, a brainstorming-session leader, a project manager, or a leader in sharing his/her voice, opinion or expertise. In any of these positions, the person with the role was assuming responsibility and authority for work. Depending upon the role, individuals appeared to assume different degrees of responsibility and different levels of authority.

For example, Abbie, a staff member, was invited to lead a newly developed technology team composed of teachers and other staff members. Annie said that Abbie was invited to assume this responsibility because of her knowledge and expertise in the area (computer hardware and software), as well as her apparent highly-developed interpersonal skills. In this role, Abbie was given the opportunity to work closely with certain teachers and staff members, mostly people with whom she might normally have had little contact. This role also offered Abbie the opportunity to work closely with Annie. Abbie said she felt "supported" by Annie and specifically appreciated Annie's encouragement of learning, for her as well as the community. She said:

> **I'm very supported in that way, and everybody in this school is supported and encouraged** to take advantage of workshops and to extend their knowledge beyond what they know right here at school, and always to learn. That's one of the great things about being in this school, is you are **always surrounded by people that always are learning.**

Other examples of leadership roles included: experienced teachers assuming leadership roles at the school as they engaged in mentoring associate teachers (graduate students); teachers and administrators working together to design and implement new ideas (e.g., a newly developed integrated curriculum); teachers assuming leadership roles in writing the school's self-evaluation report; and teachers assuming leadership roles as administrators.

Annie welcomed and stayed sensitive to opportunities to invite community members into leadership roles. Providing leadership roles was a way of inviting adults to participate in growth-enhancing activities, as did Annie herself. In deciding upon an individual to be offered a leadership role, Annie (in collaboration with division directors) reflected upon the following:

> I consider their **readiness** and their **desire**. I consider their capability. I consider their ability to be disembedded from their own particular job description. I consider their **growth** and **potential**. And I consider their **perspective** on the issue. Although I have appointed people to leadership positions, or asked them to take leadership positions when I know they don't have the same philosophy, say, on this discipline issue.

The "discipline issue" to which Annie referred was an example of providing teachers with leadership roles. Annie selected a committee of teachers appointed to leadership roles. Their work was to reflect upon discipline issues at the school and to work with colleagues at a local university who were holding discussion groups about discipline issues in schools. These members of Gardner Academy, in their leadership roles, would also be talking with the school community at

large, sharing their learnings in order to help the school develop or change current philosophies and practices related to discipline.

Annie saw such leadership opportunities as important for getting work done well and for helping people learn to welcome leadership challenges. When "anointed" with a leadership role, a person had the opportunity to become more aware of and discuss personal ambiguities and his/her *own* lack of clarity about ideas, especially when working with others in the community and operating within the support of a mentoring relationship.

Working in leadership roles also allowed individuals to experience what it was like, in Annie's view, to experience first-hand the challenges of leadership. Annie spoke about a faculty meeting in which several teachers had assumed leadership roles in sharing a proposal for a new idea:

> ... What happened was they [those teachers in leadership roles] experienced viscerally how hard it is when you get in that **stuck place**. And when we got to, 'Well, what do we do next?' They [pause] really came up against the limitations of their differences.

Working with others in a leadership role held the potential for helping to uncover assumptions guiding actions and possibly testing out new ways of acting.

Annie also promoted involvement and leadership among the adult community members because these leadership roles helped get needed ideas from knowledgeable and well-informed adults in the community. She stated (1992):

> I consider leadership the opportunity to have a meaningful voice in a dialog. In a way, anytime somebody speaks up and takes responsibility for their communication, they're providing some form of leadership. The more that happens, the more voices that come into the conversation, the more shared leadership has the potential to take hold.

Developmentally speaking, these roles held the potential for creating a context within which individuals "anointed" with roles had their thinking supported, and also challenged, by Annie and other members of the school community. These conditions, the supportive challenging of another's thinking, established by the provision of leadership roles held the potential to facilitate growth of the mind. People in the roles broadened their own individual perspectives by working closely with colleagues with whom they might not ordinarily work.

Working with others while thinking about how to carry out the role -- and in carrying out the role, created opportunities for other individuals to support the person with the lead role as he or she

came to a greater awareness of his or her assumptions, many times considering and experimenting with new ways of acting. In essence, these roles created spaces where individuals had the opportunity to move aspects of their thinking from being subject to it (the aspect) and identified with it to being able to take it as object. The mentoring process appeared to be a supportive relationship in which the individual could feel not only support, but also challenge as he or she reflected on his or her thinking. These leadership roles held the potential for growth in terms of transforming an individual's thinking.

Leadership roles, and their opportunities, were experienced in different ways by different community members. Some people welcomed the challenges and opportunities presented by the leadership role; they embraced the new assignment. Others appeared less comfortable with the leadership role provided; the opportunities presented may have appeared as something less desirable to them or not in-line with their career goals or interests. Annie considered these roles as important opportunities for facilitating growth and development; however, she understood that some teachers and administrators experienced this initiative as too challenging and demanding on them in terms of the time, effort and energy needed to participate while simultaneously handling their teaching workload and responsibilities.

How might the "option," "invitation," and "responsibility" to assume a leadership role have been understood by two teachers who may have been making meaning at two different levels of development? It is important to point out that the authority accompanying leadership roles could be experienced and understood differently by someone (teacher A) making meaning at "Interpersonal level" (of Kegan's theory, 1982, 1994) when compared to someone else (teacher B) constructing meanings in the world at the "Institutional level" (of Kegan's theory, 1982, 1994).

If teacher A were invited to assume a leadership role, the demands of the role might be experienced as developmental demands on his way of constructing reality. In other words, teacher A might not yet own the developmental capacity to meet these demands. For example, at this level of meaning making, teacher A would base his decisions upon the shared relational context within which he was embedded; compliance and doing what is necessary for the other's approval are

ultimately important to this person's sense of self. Saying no to the administration's invitation to assume a leadership role would be perceived as putting his very Self at risk, since at this developmental level a person does not yet have the capacity of mind to take a perspective on interpersonal relationships. For teacher A, it would also be difficult to voice an opinion which was contrary to opinions held by those individuals from whom he was seeking approval. At teacher A's level of meaning making, the self needs the approval of others to make the self cohere; group norms become primarily important.

Teacher B, however, might experience such a leadership role quite differently. He might see it as a long awaited and cherished opportunity. Teacher B has the developmental capacity to appeal to his own internal system when making a decision (i.e., at this level of meaning making a person has the capacity to reflect on his interpersonal relationships, rather than identifying with and being run by them). A person making meaning at this developmental level is able to "take stands for" his beliefs, to "own" his work, and to voice self-authored opinions which may be contrary to the opinions of valued colleagues. He would be less concerned with seeking approval and more concerned with the functioning of his/her own "government," or system of operating.

However, the opportunity to assume a leadership role could provide teacher A with a supportive, "holding environment" (Kegan 1992, 1994) for growth, if the appropriate supports for growth were present. Teacher A could be supported as he made the transition to a newer way of constructing reality (i.e., moving from an "Interpersonal " way of organizing and constructing reality to an "Institutional" way of making meaning according to Kegan's theory, 1982,1994).

Support for teacher A's development toward a more complex way of organizing reality, may take the form of encouraging him to look to himself for his own standards and criteria for making decisions, instead of looking to another person as a reality-defining external authority. Another person may serve as a gentle guide, encouraging teacher A to see himself as an authority capable of making decisions. Supporting teacher A to make the developmental transition could be facilitated by encouraging him look inside himself for what it is that he wishes to do or say in this situation. This "holding environment" could provide a supportive context necessary for facilitating growth.

Developmentally speaking, leadership roles as an initiative provided a context for growth. Annie's aim was to provide these roles as appropriate challenges to people's growth and development, thereby supporting people in their resulting growth and development. She and others invested time, effort, and best thinking into supporting individuals who accepted these leadership roles. It is important to recognize that this practice of providing leadership roles held the potential to not only support the development of individuals, but also to support the development of people at different stages of meaning-making.

3) Annie's Third Developmental Leadership Initiative: Collegial Inquiry

We know the activity of sharing encourages teachers to reflect .... (Annie, 1993)

In her everyday work as principal of Gardner Academy, Annie often called upon a particular developmental initiative that invited people to engage in reflection and share their perspectives. This collegial inquiry initiative is but one example from the larger developmental concept known as reflective practice. Developmentally speaking, Annie employed this initiative as a way to create opportunities for community members to confront, challenge, and offer support to one's own or another person's thinking and also to create opportunities for individuals to unveil their internal assumptions which inform actions within a context of support for critical reflection. Reflective practice, in general, promotes moving aspects of one's thinking from subject to object where the aspect of thinking can be *seen* and *looked at* rather than understood in a manner limited to the *way we see*.

Annie used many and varied forms of collegial inquiry. Examples of the ways in which Annie employed the collegial inquiry initiative include: 1) discussions in faculty and team meetings (e.g., community members were invited to share their thinking and feelings with the community after they privately wrote a response to the sentence stem, "I'm afraid of evaluations because..."), 2) inviting faculty members in such meetings to privately reflect on their thinking and feelings about current practices by writing in their journals followed by public discussion and a sharing of perspectives, 3) participating in the collaborative process of goal-setting and evaluation with

community members, and 4) inviting teachers and administrators to use collegial inquiry when engaging with conflict toward resolution. This initiative relates to practices and intentional efforts Annie used to encourage community members to engage in reflection.

Almost like grown-up students found in so many other adult classrooms, people at Gardner Academy met often to engage in certain learning exercises. It was the spirit of collegial inquiry that focused teams on reflecting, independently as well as in groups, on their own and the school's goals, missions, and aspirations. Annie oftentimes specifically invited faculty and staff to engage in collegial inquiry during school-wide faculty meetings, divisional faculty meetings, teams meetings, and smaller group meetings; even meeting dyads of professionals were reminded about using reflection as a tool for growth.

The guiding idea behind the importance of unveiling assumptions, developmentally speaking, is that by encouraging a person to uncover her own assumptions which guide thinking and behaviors, she will be freed-up, in a sense, to understand how assumptions inform problem-solving and be better able to engage in conflict and learning because she may be less subject to aspects of her own thinking and be better able to reflect upon those aspects with which she may have previously been identified.

By setting up situations within which community members worked together to explore perspectives in a safe atmosphere, one supportive of risk-taking, Annie's stated intention was to raise people's consciousness about the diversity of thinking present in the community, and to encourage community members to honor and respect such diversity and difference, and to learn from it. Annie believed that reflective dialogs in which community members were encouraged to share their thinking would also help people broaden their perspectives. This was important to growth and development, in Annie's view. She said, "I think the more perspective people have, the better they're going to be as adults." The initiative of collegial inquiry invited teachers, administrators and staff to interact, and reflect together with members of the community with whom they might not normally have these kind of reflective conversations. Annie believed that

these open conversations helped herself and others broaden their perspectives by envisioning a different picture, the bigger picture:

> ... I think, the more you're able to disembed yourself from the things around you, which is the way I understand more advanced development, the better able you are to step-out-of whatever the constellation of events and feelings are, and make sense of them.

Annie believed that improved thinking can be facilitated through writing, discussions about writings, and shared reflection. In beginning a meeting, she would often share writings from her own journal, inviting other community members to follow her lead and do the same. For example, during one faculty meeting, Annie invited community members to reflect upon how the school's values were actually "implemented" by community members within the school context. Not all members of the faculty embraced this exercise. While some members of the faculty appreciated the opportunity to reflect on larger issues, others did not. Annie was sensitive to the frustrations experienced by some members of the school community; she said (1991):

> Some people [faculty and staff] get very frustrated with me [when she asks philosophical questions] and they say that they want to get on with the day-to-day business. They don't necessarily see the daily connection between these abstract ideas [presented by Annie]. But I'm convinced of the importance of it.

In Annie's view, encouraging faculty and administrators to engage in the process and practices of collegial inquiry helped her and others create a space, an opportunity for individuals -- working in groups, dyads, or on their own, to identify and think about their beliefs, assumptions and values. People were able to address and discuss important and sensitive personal and professional issues in a context made safe for collegial inquiry. One teacher, Kay, commented on Annie's way of creating opportunities for adult development, both personal and professional, in faculty meetings. Kay admired Annie's attention to inviting community members to participate in the meetings; she said:

> She [Annie] uses faculty meetings for that purpose [to support personal and professional development] and professional days. **She puts a lot of thought into meetings and group discussions** on certain issues. **I'm always impressed by that because she** really encourages people to think.

One division director, May, spoke about the importance of using whole-school faculty meetings to bring people together to share in the reflective process. To May, faculty meetings created a

forum for learning where people engaged in sharing their own and listening to other people's thoughts. She believed this was a way to learn about other people's perspectives, perspectives she may not otherwise have the opportunity to hear. She said:

> And that's [the discussion among faculty members] important because in schools people can get segmented into classrooms. And I might not hear Penny [a teacher] discussing something, but in faculty meetings she can do that. And that's important.

May also used collegial inquiry in her own divisional faculty meetings as a way to involve the community in shared reflection which allowed community members to develop better understandings of each other's views and to learn from one another.

One teacher at Gardner Academy, John, assumed a leadership role in the self-study evaluation process. Part of his work included facilitating discussion during which community members engaged in collegial inquiry in order to reflect upon key questions about the community's beliefs and values. John worked closely with Annie throughout the school's self-evaluation process. It was important to Annie and John that the school community had extended periods of time to engage in collegial inquiry, writing together, and shared decision-making. John was responsible for organizing a workshop during one of the school's in-service days.

In John's view, inquiry took energy and, by providing a full day during which people could work together, it created a time for reflection for all within the school context. He shared his view about what it was like for him to work as the self-study coordinator with such a "thoughtful" community of people who were, in his view, willing to engage in "hard thinking" and take risks by throwing out some of their own long-held ideas. He said:

> ... I've been saying this actually a lot to people in the past couple of days, ... I have **never** worked for faculty that are more **thoughtful**, and I mean that in a literal sense of the term, that you can say something to them, and within minutes they are down to **hard thinking**, and thinking out loud and, the ideas they come up with are unbelievable. They are **really good,** 'cause people think. And they're not thinking, 'Oh, God, I have this great idea, but I don't want to open my mouth 'cause I know she's going to make me do it.' **They're willing to throw out ideas**. And so everything's out on the table within the space of a minute. They're **really very easy** to motivate.

John also said that when he began his leadership role of working with other community members, he did not fully understand why a question asked by him or Annie might occasionally be

met with silence. John later came to believe that community members did not respond immediately to posed questions because, in his view, they were reflecting:

> They're [the community members] quiet. It's scary, in the beginning, 'cause you say something and nobody, [pause] you don't get any feedback, and you think, '**Well do they disagree with what I'm saying?**' They're all thinking. Everyone's thinking all the time. And then the ideas start coming.

Collegial inquiry is a developmental practice that holds the potential to provide a supportive, safe learning environment for individuals to develop greater awareness of their beliefs and assumptions, and to reflect with others in ways that may allow them to envision alternative ways of thinking, acting or behaving. Through reflection and discussion of thinking and assumptions, people at Gardner Academy had the opportunity to develop new relationships to his or her own thinking. The focus of this initiative was to share one's thinking and assumptions within a supportive context, so that one could become more aware of assumptions which guide behaviors and deeper thinking.

Summary

Annie cultivated a developmental stance toward leadership within the Gardner Academy community. Annie's knowledge of adult development appeared to help her understand and appreciate the ways in which an individual's major preoccupations (strengths and limitations to each developmental level) and assumptions might influence his or her ways of knowing. Such knowledge appeared to inform Annie's thinking, most often when considering how to support and "hold" individuals as they grew and developed. "A holding environment must hold - where the holding refers not to keeping or confining but to supporting ... the exercise of who the person is" (Kegan, 1982, p.162). Annie seemed to be aware of the importance of creating a holding environment that supported community members. The new selves developing within this holding environment could be recognized within the school context and in the psychological "holding" provided by Annie and other community members. Annie appeared to support growth and development in all four of the ways mentioned in the literature review, and she was also supported in her own development by engaging in a process of reflective practice with me, Gardner Academy's school psychologist, and her colleagues.

Some of Annie's developmental initiatives focused on joint inquiry into a problem, a misunderstanding, or an idea. In other initiatives, the focus was to create a supportive context within which community members could became more aware of their own thinking and assumptions; they would participate in writing and other activities designed to help examine the thinking and assumptions that guided their behaviors and actions. Other initiatives included shared discussion toward decision-making, mentoring within the context of a longer term relationship, and collegial inquiry into practices.

Developmentally speaking, Annie appeared to create a safe environment within which she and other community members could reflect openly and challenge organizational norms and share thinking about the meaning of school values. These discussions held the potential for development of the mind in that community members were asked to share perspectives, consider alternative ways of understanding, and challenge each other's thinking. Such contexts held the potential for individuals to become more aware of the thinking and assumptions that guided their actions.

A particularly powerful finding of this study had to do with the importance of reflective practice for a principal, so that he/she may become better able to support the development of him/herself while supporting the growth and development of other adults in the school community. In my own work as a researcher over time with this principal, an ongoing context for reflection was created. This context for reflecting on her own professional thinking and practice, not unlike the similar context she provided for school faculty and administrators, encouraged and supported the principal in reflecting upon and altering her own theoretical frame and some of her leadership practices and thinking. This new, interesting, and compelling insight into how a principal herself can grow and develop, both professionally and personally, from ongoing reflective practice conducted while she actively and thoughtfully participated in longitudinal research that studied support for growth and development of adults in her school was most impressive, if not inspiring.

Research And Educational Implications

This study illustrates a qualitatively different way of thinking about staff development. The principal employed her initiatives on behalf of supporting adult development in a way intentionally

aimed at supporting development of the mind. Annie employed her own initiatives in a way that was directed toward transformational learning and growth of the mind in that she gave attention to supporting the ways in which adults of her school community made sense of their experience, and she also provided developmental supports to individuals as they engaged in these initiatives. Annie, most often, seemed aware of the interplay between a person's developmental capacity and their readiness to engage in initiatives aimed at development of the mind. In other words, I am suggesting that Annie's developmental perspective seemed to inform the manner in which she employed her developmental initiatives.

I have also drawn attention to a new way of re-viewing leadership practices and staff development models. The lens of constructive developmental theory helps in understanding that some models of staff development appear to be more "informational" than "transformational," in Kegan's terms, depending upon how they are implemented in a school. In so doing, I have suggested that supporting adult development, "transformational" development of the mind, can be better achieved through leadership practices which consider and take constructive developmental theory into account.

Constructive developmental theory provides a foundation for considering practices which would support transformational learning and development in adults. It highlights the notion that adulthood is not simply an end-stage reached in a person's twenties; adults continue to develop as they progress through qualitatively different stages of meaning-making. The growth processes which schools and teachers are trying to support in the young are also processes which can continue as well in adults as they journey through adulthood.

Since adults continue to grow and develop while working in schools, school leaders enjoy a special challenge and opportunity when they consider how their leadership practices might support the development of the adults as well as the children. The theory suggests that in school organizations, above all, the most consistent way of thinking about the professional growth of the adults in the organization is through a model that is actually similar to the model that the school organization appears to use in thinking about the growth and development of the children.

School organizations and school people do not only take an informational model to our educational goals for children. Instead, we employ transformational models for growth and development as well when educating our children. One of the promises that grows out of constructive developmental theory is the notion, especially in schools for the young, that staff development (and other leadership initiatives directed toward adult development) can be looked at in a way that is consistent with the vision, transformational learning goals, and considerations that are used with respect to the children themselves.

A key contribution is that a principal's reflective practice was found to facilitate her own growth and development while working to support the growth and development of other adults in the school community. This study illuminates three initiatives as *models* for implementation in schools. It suggests how leadership can better promote adult development by creating an organizational context, culture, and climate within which teachers, administrators, and parents are supported in their development. The use of reflective practice for principals is more than new and interesting, it also illuminates and demonstrates the linkages between adult development and leadership theories within the school context and culture. Researchers, developmental psychologists, policy and school reform leaders, as well school principals, teachers, and children and all students of adult development will benefit from this work.

In closing this research and writing effort, I am left with a number of questions that deserve further attention, deeper research, and consideration. What are the implications for leadership in support to adult growth and development practices in schools? How can school contexts be better shaped into holding environments which facilitate and support transformational learning and growth of the mind? How can working and learning contexts be re-created to help adults better manage the complexities of everyday life? What would this mean for those who work in schools? Precisely how, and to what extent, does growth and development of an adult teacher or school leader translate to growth and development of students within a school context?

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